

Rhode Island Program Models for Educating English Language Learners									
Model	Goal	Target Language Population	Native Language(s) of Students	Languages of Instruction	Target Grades	ELL ELP Levels	ELL Time in U.S. Schools	Teacher Certification	Primary ESL Instruction
Bilingual Education Models									
Two-way or dual-language	Bilingualism	Majority and minority	English (non - ELL) and one minority language	Native language and English as a second language	Most effective K-6	1 – 6	0 - 3	Bilingual Certified for target lang.	English component
Maintenance or developmental	Bilingualism	Minority	One minority language	Native language and English as a second language	K-12	1 – 6	0 - >4	Bilingual Certified for target lang.	Content / Gen-Ed BL Classes
Transitional bilingual (TBE)	English language development	Minority	One minority language	Native language and English as a second language	K-12	1 – 6	0 - >4	Bilingual Certified for target lang.	Content / Gen-Ed BL Classes
English-only Models									
English as a second language (ESL) *	English language development	Minority	Multiple minority languages	English as a second language	K-12	1 – 6	0 - >4	ESL or ESL endorsed Language Arts	ESL Class
Structured or Sheltered Immersion (SI)	English language development	Minority	Multiple minority languages	English as a second language (some clarification in native language in some programs)	K-12	1 – 6	0 - >4	ESL and content area for all teachers	Content / Gen-Ed Classes
Collaborative ESL and General Education	English language development	Minority	Multiple minority languages	English as a second language (some clarification in native language in some programs)	K-12	1 – 6	0 - >4	ESL for collaboration teachers, content certification for classroom teachers	Content / Gen-Ed Classes
Other models									
Newcomer program	English language development	Minority, recent arrivals with limited L1 literacy	Multiple minority languages	Different models: <ul style="list-style-type: none"> • Second language only • Second language with some native language support • Native language and second language 	6-12	1 – 2	0 - 1	ESL and content area for all teachers	Content / Gen-Ed Classes

Source: Adapted from Brisk (2006) pg. 33-34, including only those models discussed by Christian (2006).

* **IMPORTANT NOTE:** If the ELIP is solely ESL, steps must be taken to ensure that instruction and assessment in all non-ESL classes meet the minimum requirements for overcoming language barriers in accordance with Lau v. Nichols (1974). See the Office of Civil Rights website for further information - <http://www2.ed.gov/about/offices/list/ocr/ell/index.html>